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ABSTRACT

This year-long economics project helped first graders from a low-income area recognize and see themselves as participants in an economic world. Students studied their community to learn about the different types of work people do, goods and services, problems of scarcity, the necessity for rules and goals, the use of natural resources, the dependence of growth on economic needs and wants, the community marketplace, methods of exchange, income, and government services. Students participated in many different kinds of activities. A few examples follow. Students toured the school to see what goods and services were produced by school workers. Parents visited the classroom and told the children about their work. To learn how communities are made up of many types of people who work, produce, distribute, and consume goods, the students studied bees. They read books and poems about bees, role played a bee community, and took a field trip to a bee keeper. Students bartered in Santa's Swap Shop, formed an assembly line to produce stone soup, and earned and lost play money for good or bad behavior in class. Pre- and posttests revealed a gain in the children's economic knowledge. (RM)

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Busy As A Bee In An Economic Community

A Year Long Study For First Graders In Economics

by

Myra Gaylene Davis

1980-1981

SP 015 133

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Outline

Busy As A Bee In An Economic Community: A Year Long Study For First Graders In Economics

I. Need for project, introduction, background information and goals

II. Specific Objectives of our Economic Project

III. Learning activities

IV. Evaluation

V. Bibliography

NEED FOR PROJECT

The need for a study of the economic community is important because every individual in every society regardless of race, color or creed is faced with problems of choice. Each individual has a need of wants and demands that is constantly changing. These wants and demands cannot all be satisfied; therefore, young and old individuals should learn to put their lives into order by making intelligent choices and decisions. Teachers should help children become aware of available resources and the need to conserve or use them in the best manner possible. Economics can weave into every phase of the curriculum easily. A basic understanding of economic concepts will help generations, and the world as a whole, to use resources to the best possible advantage and help one to examine alternatives and seek solutions. Basic economics will help one understand that the democratic freedom of choice has given the United States the highest standard of living in the world.

I. Introduction, Background Information and Goals

After teaching first grade for the last two years, I realized that my teaching lacked relevancy to the lives, experiences, and needs of the children in my care, if I am to help mold responsible citizens of the future. I am not an economist, but attendance at three economic education workshops, and reading literature published by the Joint Council on Economic Education revealed to me that economics was a common denominator for cutting across curriculum lines. Economic education is an effective vehicle to help youngsters develop pride in their community and school life.

Elementary teachers are faced with an awesome task of including a wide range of subjects in a relatively short teaching day. Economics has been a tremendous catalyst in aiding me to integrate my teaching. It meshes into all areas of the curriculum presenting a realistic review of life.

First grade children are bursting with natural curiosity! They are eager to learn and take an active part in our economic society. Economic concepts are closely related to the lives of young children. They shop in the supermarkets with their parents, visit the bakery, go to the barber or beauty shops, visit small neighborhood stores, learn about family occupations, see and hear about choices and commercials on television, and are involved in family discussions of expenditure on food, clothing, trips and movies.

These economic experiences will have little meaning for the child unless he has a real understanding of economic concepts.

The six year old is definitely a part of our economic world and I think he should be taught to be an understanding, active member who can make intelligent choices wisely. He should be able to identify and understand the workers about him and the type of work they do.

I found it necessary to design my own economic program to fit my first grade children's interest. With each economic concept we did an activity that made the concept meaningful for them. My six year old children learned and retained more by "doing"!

The project was year long and my children learned economics every day. Later in the school year when I considered entering my economic project in the International Paper Company's Awards Program I was overwhelmed by the thought of trying to put all of what we did on paper. This entry can only describe a small part of the economics that we were involved in for the past nine months.

My overall goal was to have my children recognize and see themselves as economic creatures in an economic world. Every day they were producers as they used their capital tools.....paper, pencil, crayons, etc. They proudly produced their work daily.

My children throughout the year demonstrated their understanding of the concepts presented to them. They now have a good foundation or springboard of economic concepts that they can use throughout their lives.

North School is a neighborhood school reflecting many problems of our times, such as an outdated, overcrowded building. It is located

in Jonesboro, Arkansas. Economic education is not required in our school but the administrator encourages it. Most of the teachers have developed economic units and have received formal training from Arkansas State University; many have attended Economic Education Workshops. Teachers often get together by grade levels, to exchange economic ideas. The school has set economic goals that they want to achieve.

The children who were involved in my economic project were 6 and 7 year olds, 19 white and 2 black, and represented diverse socioeconomic backgrounds.

Dramatic changes are taking place in the community which have immediate effects upon the children and are highly visible to them. For example, many factories are closing which puts their fathers or mothers out of work. Many low housing rentals surround the school area.

I teach in a Follow Thru Room which is intended to provide comprehensive services to facilitate the total development of disadvantaged children of primary school age, particularly of those children who have previously been enrolled in a full year Head Start or similar pre-school day program. More than half of my students came from one-parent households and were receiving care in Head Start. Some took care of themselves while mother worked. Most parents have not attended high school - some parents could not read or write, some were high school dropouts .

Many of our parents had done little to encourage their children academically. Most of the children received "free lunch and breakfast".

Some families lacked modern conveniences such as running water. A few lacked electric lights.

This type of economic project, I felt, would be a great aid to children of low income homes although all children, regardless of background, are affected by economic issues. Everyone will have to face and deal with these issues so my program would adapt easily to any primary classroom.

II. The Specific Objectives Of Our Economic Project Were To Help The Children Understand That:

1. Communities are made up of many types of people who work, produce, distribute and consume goods and services.
2. Communities face the problems of scarcity as we attempt to satisfy the wants of all the people.
3. Communities have freedom of choice and in communities we must respect the rules and goals of others.
4. Communities need to develop goals for each household and individual.
5. Communities have developed because no age, sex, class, language, education or cultural differences have prevented people from forming a community.
6. Communities need education and communication to develop or use natural resources.
7. Communities' growth depends upon economic needs and wants.
8. In our communities people are free to choose the occupation or business they want. Their choice will determine income. People are free to buy and sell their goods and services.

9. Community institutions establish customs, practices, and laws that people must follow to make it easier to get things done. Farms, markets, schools, banks, and many other such organizations are institutions.
10. Community market is the basic institution of the American economy. It is the place where the people register their economic decisions. A market is any place where business is done.
11. Communities of long ago called the method of exchange barter. People had no money so they had to trade for everything they wanted.
12. Community people earn an income and sell their goods or services to business or government. Business and government pay the people for these services or goods. The pay is called their income.
13. In communities, income can be used for many things.
14. In communities some of the services provided by government come through taxes on local, state, and national levels.
15. In communities people become specialists when they learn to do a particular type of work well because of training, practice, and ability in a specific area.
16. In communities we have more producers of services than of goods because of advanced technology. Machines make it possible to produce goods and services with fewer workers (human resources).
17. In communities technology has helped man divide the labor problem and to produce more.
18. In communities man has attempted to extend the resources through specialization and technology. Specialists are interdependent.

19. In communities interdependence creates a need for trade.
20. In communities there are many things the United States does not produce. We buy from other nations. Other nations must buy from the United States.
21. In communities we must develop the capacity to make intelligent choices among competing alternatives. Decisions must be made on reasoning and priority rather than on emotions or desire.
22. In communities the school and family is a basic economic unit.
23. In communities division of labor is found.
24. In communities where you have division of labor the results will be increased productivity.
25. In communities most people receive money payment for the work they do.
26. In communities machines make it possible to produce more goods in less time.
27. In communities the sellers expect to make a profit if they are to stay in business.
28. In communities productive resources are utilized in satisfying our wants and needs.
29. In communities human wants are usually greater than available resources.
30. In communities workers produce goods, services or both.

My specific objectives were to also:

1. teach economics in an exciting and interesting manner for my children.
2. teach children an economic vocabulary and an understanding of concepts which can be applied to every day living.

3. teach and develop an awareness of childrens' roles as consumers and producers
4. teach and instill in the children a desire to be wise consumers of goods and services
5. teach and help children identify themselves as consumers and producers
6. teach and help children realize that they must make wise economic decisions
7. teach and help children realize that they are valuable resources
8. teach and help children recognize the problem of scarcity as we attempt to satisfy the wants of all the people.

III. Learning Activities:

At the beginning of this project a pre-test was given to determine the student's knowledge of economics. To evaluate their comprehension and understanding of concepts presented, the same test was given after the concepts were taught. Testing was done many times throughout the year to check the children's understanding.

My classroom is divided into learning centers. My economic center has various books, self-checking tasks, and games. In September the games and activities in the center focused on the principles of consuming and producing. Those activities in the center changed throughout the year, depending upon the concepts presented. This center reinforced and motivated the children's interest.

Another means of motivation was to have attractive bulletin boards. The September bulletin board was "Our School and Lives Economically

Speaking". It had large cutouts of children holding various examples of capital goods needed for production at school. The boys and girls held crayons, scissors, glue, pencils, paint brushes, and tablets. The economic understanding that these goods would be consumed by the children during their school activities brought out the concept that wise consumption of goods was necessary. The discussion of the bulletin board reinforced ways that student labor (human resources) would produce work with these goods.

Another bulletin board was entitled, "My Family". The children brought snapshots from home of themselves, families, pets, and friends. The class discussed if the subjects on the bulletin board were consuming or producing goods or services.

Another bulletin board was entitled, "Our Needs For School". On it was a picture of a big clown holding some balloons. On each balloon was a good needed for school such as crayons, scissors, glue, Kleenex, pencil, etc. We discussed the prices of these goods and that, for example, some of the goods such as the scissors were durable and would last a long time but that the glue, pencils, etc., were nondurable and would be used up rapidly. This again led to a discussion of wise consumption of goods, durable non-durable, and the proper selection use of goods. Each item or need was studied and determined to be durable or non-durable.

This lesson was reinforced when a little boy, "Aaron", bought two new pencils one morning and by 2:15 that afternoon he had only two erasers left. All day he had repeatedly sharpened his pencils

(capital tools). That afternoon we, as a class, discussed consuming wisely and "Aaron" raised his hand and with tears in his eyes said, "I'm not a wise consumer and now I have no pencils and besides that I ain't got no more money for any more goods." The lesson had been learned.

One economic concept that I began teaching the second day of school was division of labor. I explained our classroom jobs and how the different tasks were to be completed. I presented our Division of Labor Octopus as we discussed this concept. I explained to them how each Friday the jobs would rotate. Some of the jobs were Assistant Teacher, Weather Specialist, Fish Feeder, Calendar Person, Flower Person, Inspector, Machine Man, and Line Leader. I further explained that these jobs provided services when they performed them. Our friendly octopus held these jobs for us as a daily reminder.

The third day I introduced them to the economic rules of the room which we went over each day and discussed.

As new economic words emerged in our study we listed them on a chart with their meanings. The chart was on display at all times. We also used these words in our board writing assignments. At this time in our project our words were economics, capital goods, production, durable goods, non durable goods, consuming, producing, goods and services.

Throughout our project various books were read for motivation and reinforcement. Economic concepts were pointed out, explained and

discussed. For example, the book Last One In Is A Rotten Egg by Leonard Kessler had beautiful examples of goods and services. Many audio visual materials were used to reinforce the children's understandings of economic concepts. One filmstrip, "We Are All Consumers", pointed out that everyone was a consumer, that our wants are unlimited, that households have limited incomes and that the consumer must make choices. Pre and postviewing activities accompanied each audio visual used during the project.

Nursery rhyme pictures were valuable tools in helping my first graders further understand economic concepts. Children told how the characters in the rhymes were consumers and producers. For example, in the rhyme "Little Miss Muffet," the spider produced a web that was non-durable and Miss Muffet consumed her curds and whey. The spoon and bowl were illustrations of durable goods.

The children made a classroom chart entitled, "We Are All Consumers" with a division showing goods and services. The chart was made out of magazine pictures and the children's drawings.

One activity the children enjoyed was a game which was kept in two plastic containers. One container was labeled "Goods" and the other "Services". Picture cards were of people producing and the children had to look at the picture and decide the proper container. The pictures were word-coded so the children had immediate reinforcement after their choices.

The children acted out charades of producing and consuming. Some children pretended to have swept the floor, ate lunch, read a book,

or baked a cake.

We later designed a classroom chart with magazine pictures of goods children consumed at home, at school, or in the community.

Our Folder Category game was also a favorite activity for the children. Pictures of durable and nondurable goods were placed in a folder. There were two more folders titled Durable and Nondurable. The children had to put the pictures of the goods whether durable or nondurable into the proper folder. The game was word-coded.

Next we toured the school to see what goods and services were produced by school workers, and to introduce ourselves to more economic concepts and terms. Capital was represented by the school building and equipment, labor consisted of work produced by teachers, cafeteria workers, nurse, principal, office staff, custodian, bus driver, crossing guards and librarian. By reviewing the filmstrips "Our Schools" the children could see schools as well as communities perform the same general function and demonstrate the economic concepts such as specialization and division of labor.

Various school personnel visited our room and explained the work they performed, the tools they used, if they produced a product or provided a service, if they were a specialist, if they were paid by the year or by the hour and if they were the "boss" or the "middle man". They shared their particular capital tools and gave job descriptions. The following school personnel visited our room: Mrs. Dunlap, the principal; Mrs. Dunn, the secretary; Mrs. Shively, the nurse;

Mrs. Baker, the librarian; Mrs. Goad, the cook; Mrs. Jones, the clerk; Mrs. Gibson and Mrs. Henson, the school store keepers; Mrs. Easely, the para-professional; and Mr. and Mrs. Johnson, the janitors. Each visitor seemed to be amazed at how much economics the children had learned!

Parents were invited to visit the classroom and tell the children about their work, and if their work involved producing goods or services. They were encouraged by the enthusiasm of the children as they shared their various capital tools and job descriptions. A chart was made to show how many of the parents produced goods or services in their work. Stories were written and pictures were drawn about each parent after their visit. For example, Glen's dad's name is Mr. Bowers. He produced a service. His capital goods are firetruck, ladders, and hoses.

Many other visitors came to the room as resource people and described their particular professions to the children. They told about their working conditions, training needed, and if they were a specialist or not. The following were resource people who visited our classroom. Major Hatley, an aviator specialist and Green Beret; Captain Cook, a policeman; Captain Schilly and Captain Bowers, firemen (with their truck); Mrs. Ezzel, a mother; Dr. Crawford, an economics professor from Arkansas State; Mrs. Tembleton, a woman auxilliary volunteer; Mrs. Yearta, a postmistress; Mr. Smith, a postman (with his truck); Mr. Ron Waltman, an American Indian, who compared the old ways of the Indian to the modern man; the Up With People cast who discussed items from other countries; the Puppett Troup from Temple, who gave

a play on do's and dont's of rules to follow to get along in the community; Mrs. Dover, a snowman specialist; and Mrs. Saint, a baby sitter.

Before each of these resource people had visited our classroom I explained our economic project to them. They knew exactly what economic concepts we were studying at the time and each did a beautiful job of relating the concepts to their particular profession. One resource person explained how industries affect the community. How jobs, goods, and services were all interelated to the demand.

Next our economic project changed to the outdoors when the children's interest shifted to insects because of a science project in which we were involved. I further helped the children through a study on insects, reason why they as humans have more than enough, just enough, or not quite enough. The children began to relate our economic project to the science study as they discovered that insects lived in communities too. Our activities with the insects were designed to help the children understand why they were consumers and producers who played a vital role in making important economic decisions with the ever present problem of scarcity. Communities are made up of many types of people who work, produce, distribute and consume goods.

Our bulletin board pictures changed to reflect the new direction we took in our economic project."Busy As A Bee In An Economic Community", was an eye catcher. The board had large cutouts of a bumblebee, ants, and grasshoppers. The insects held economic terms with their definitions written on them. Another bulletin board showed Old Mother Hubbard

illustrating the basic economic conflict between unlimited wants and limited resources.

The children began to bring many different insects to school. As they shared them with the class group discussions evolved. I would bring out different economic understandings such as their consuming habits, their jobs, their needs (food and shelter) and their problems such as scarcity.

Next I read Christina Rosset's poem to the children.

"WHAT DOES THE BEE DO?"

What does the bee do?
Bring home honey.

What does Father do?
Bring home money.

And what does Mother do?
Lay out the money.

And what does baby do?
Eat up the honey.

Afterwards we discussed the economic concepts in the poem and did some role playing. The role playing vividly depicted the Bee family's roles as producers and consumers. The children easily saw how production, consumption, wants, needs, goods, services, and specialization were related. Those who chose not to role play drew pictures of the characters and labeled them as consumers or producers. They also did finger plays about the bees. We also read the True Book of Honey Bees plus many other books.

Next we took a field trip to visit a bee keeper. We prepared for our field trip by discussing just what economic concepts to look for on

the trip. The field trip's purpose was for us to see and study a bee hive as "scientists" as well as "economists". While there we made experience charts through discussions. The bee keeper showed how honey bees produced goods, (honey), how a colony resembled a family home, and how some bees produced services (such as caring for the young and guarding the nest). The bee farmer lectured, showed us the hives and answered all questions. We had a surprise during our field trip when the Jonesboro KAIT-TV television team came and filmed us throughout our trip. Later we watched ourselves on television and read about ourselves in the local newspapers. The television crews and reporters questioned the children to test their economic knowledge all during the field trip.

Until this field trip, most of the students had seen a beehive only from a distance. Mr. Kohunke, who has kept bees as a hobby for many years, had earlier been a bee farmer. He explained to us about technology in the beekeeping industry. He began by telling us about the bee's built-in equipment. He told us that only the honeybee has the equipment and know-how to change the nectar of plants into honey on a commercially profitable basis. No one tells the honeybee what to produce, how to produce, what to consume,how to consume or when to work. Bees do their work by instinct, not by being taught. The pupils learned that the worker bees have special organs for producing wax and for collecting nectar and pollen. We discovered that they use their mouths to model wax secreted in their abdomens into perfect hexogon-shaped cells. Bees make bee glue from brown resin they collect from trees and use it to seal cracks and secure items in the

hive or shelter. Bees are economical, they never waste any wax. Wax left over from making cells is used to cover honey and bread cells. The honeycomb is very efficient and economical. It is built entirely from wax produced in the bee's body. The children decided that there is no way people could produce a storage dwelling with greater efficiency, less expenditure of materials, or in so short a time. Bees build a honeycomb without the use of a single instrument! (We were allowed to taste the honeycombs!)

Mr. Kohunke told us that in addition to the bee's built-in machinery for making honey, people have invented tools which help to increase productivity in the beekeeping industry. He showed us a modern beehive and explained all its parts and their uses. He also showed us an old skep hive, which does not contain movable frames. It was more difficult to check and care for bees in the skep hive.

Mr. Kohunke showed the children bee equipment that had been developed by new technology. He explained that honey used to be squeezed out of the comb after taking it from the hive, but that today extractors are used and the comb then can be reused by the bees. The children were also shown a solar wax melter which melts the wax cappings obtained in the extracting process. This is one way wax can be manufactured into comb foundation or used in industry. We also saw the special items of clothing that are worn by beekeepers to protect them from bee stings. We decided that beekeeping has grown into a very specialized science with great economic importance.

We reviewed the fact that technology had helped in the production of honey. Then we realized that technology had helped in a much greater way in relation to items we use every day.

We had learned by now that bees are kept because they produce honey. We wanted to find out what other products come from the beekeeping industry. We did wax batik during an art period. We melted beeswax and crayons in baby-food jars and painted designs on cloth. The material was then dyed and the wax melted out by using a hot iron.

I later told the children that we were going to learn more about beeswax and its uses. Next we reviewed the fact that beekeepers get beeswax from the honeycomb after they extract the honey. The comb is melted in boiling water. When the wax rises to the surface, it is dipped off. It is melted again and filtered to remove impurities. The beeswax is used in such products as chewing gum, candles, cosmetics, lubricants, polishes, and adhesives. Industry uses beeswax to extrude fine wire at a very rapid rate. Beeswax brought the first artificial light (candles) to people's shelters and was the first material used for modeling and sealing. Bee's sting (venom) can be used in the treatment of some illnesses, such as arthritis. The children learned that honey serves as a substitute for sugar in many recipes.

Bees and flowers are partners. They need each other and are interdependent. The class learned about interdependence through books and the study of pollination. Role playing was again tried to check the understanding of interdependence. Bill played the role of the

doctor. He started to go to the hospital to perform an emergency appendectomy. His car would not start. He was frantic. His patient might die. Judd, a mechanic, came by and started the doctor's car. A life was saved. Two days later the mechanic became ill. The doctor was called. He rushed to the mechanic's aid in the car repaired by the mechanic.

The children also learned that bees divide the labor inside the hive. They saw that bees work together to keep the hive alive and that some bees are specialists. The queen bee is a specialist whose job is to lay eggs. We saw that some bees provide services such as the guard bee - who will attack strangers if they try to get into the hive. They know that the drones' life work is to mate with the queen. They realize that if scarcity exists in the winter that the worker bees will push the drone bees out to die. Drones are fed by their sisters and they depend on one another. The bee family has wants, needs, goods, services and specialization. The following services are performed by different members of the bee family. The worker bee stores nectar in cells, one bee licks and cleans cells, one bee feeds larva, and one bee cools the hive. The bee family, we found out in our comparative study, was very similar to our own families. We both are living in communities made up of many members who work, produce, distribute and consume goods. We saw that members of our own families and of the bee family were dependent on one another. Later in our economic project the children would learn that the making of "Stone Soup" would require classmates depending on one another.

Finally, after all of these many new learnings, the bus took us back to school. The children produced honey and bread sandwiches from the honey that the beekeeper had given us. We formed an assembly line to make the sandwiches. The assembly line was made up of counters, spreaders, producers, and cleaners. We all consumed our sandwiches rapidly!! After eating sandwiches I taught a new finger play to the children.

Five little honeybees flying in a line.
Number 1 said, Oh my this flower is fine.
Number 2 said, There is the queen in the sun
Number 3 said, Let's run and have fun.
Number 4 said, Let's work, let's dance.
Number 5 said, Now is the chance to work and make honey.
Then buz-z-z-z went the workers
And out came the guards.
And away flew the bumble bees with those in charge.

Next it was math time and we all pretended to be bees. Children were told that some of them were going to be bees returning to a hive after visiting flowers.

I drew a circle on the floor for a hive. Two children (bees) stood in the hive or circle, then two other children (bees) joined the bees in the hive. I asked another child to make up an addition problem from what we had just observed (2 + 2 = 4). We then wrote the problem on the board. We kept repeating the game with different problems.

Later for an art activity, we produced bumble bees. Before the children departed for home we listened to the stories No Holidays for Honeybees by Mervyn Kaufman and Here Comes The Bees by Gourley. (Excellent examples of division of labor). This had indeed been a day packed full of economics!

The following day the children's writing assignment was to produce a thank you note to Mr. Kohunke. They listened to more bee stories and talked about the "Busy Bees In Their Economic Community". Later we reviewed the economic concepts and information that we had just learned on the day of our field trip.

Next the children were given the opportunity to produce either ice cream or stone soup as a classroom activity. The activity voted upon was "Let's Make Ice Cream". This activity allowed the children to enjoy being producers and consumers. The activity helped them to understand specialization and division of labor. (It also helped them to see themselves as valuable human resources!)

Surprise! I told the children that their choice was a wise one because I had all the ingredients that they needed to produce ice cream in a box plus an ice cream turner. The children were told to think of the ingredients that they needed to make ice cream. As each child named a new item they would take it from the box and place it on my desk. After they had brought all the ingredients, plus the machine, I asked them if they had ice cream. It was not until this point that they realized that they had left out a very valuable resource, labor (human resources). Next they produced, ate, and enjoyed their labors.

Following the consumption of the ice cream, we listened closely to the nursery rhyme, Old Mother Hubbard. We discussed the fact that Mother Hubbard had to decide from the many choices she had to use her

money wisely. I had the children to name wants and needs in the rhymes. The concept of specialization was mentioned and explained. We discussed Mother Hubbard's concern about other people in relation to our wants. I explained concepts of scarcity and unlimited wants versus limited resources. One priceless comment a little girl made was, "My mamma is just producing too many babies."

The children next drew "wishing" pictures of goods they wanted. After discussing their pictures I suggested that since there was not enough family income to buy all the goods they would like to have, they should choose the one item that they wanted most of all. The children later even traded wishes and wants which turned out to be a fun game.

We next reviewed the filmstrip Unlimited Wants Limited Resources. This was our spring board to discuss why children made the choice of ice cream over "stone soup". It also led into a discussion of their own "school-making" choices. Some of their everyday school choices involved work activities, playground equipment, and art materials. Who would play on the merry-go-round first, what would happen if Carol used all the paint and didn't share the tools? What would happen if we didn't follow rules or use our time wisely?

The children and I next studied an ant farm that I had brought into the classroom. As we studied the different roles of the ants we began to realize that their community was much like that of the Bee Family. They cooperated and engaged in specialization. In conjunction with our comparison of the ants and other insect families,

we reviewed the film, "Ant and the Grasshopper". We discussed the scarcity that existed. The children realized that the ants worked and produced while the grasshopper foolishly wasted his time away. The children thought that the grasshopper was non-productive but they still didn't want him to die. Several of the children cried when they thought of him dying. The discussion brought out the fact that as the ants worked they saved a certain amount of food instead of eating all of it during the summer. The children began to discuss how saving for future needs would be wise. We also discussed how ants must build their own shelters and tunnels and how interdependence was necessary to survive. The children realized that communities, regardless of size, were made up of many types of people who work, produce, distribute, and consume goods and services.

We next read the book, The Little Red Hen. Our discussion that followed brought out these economic facts. (The story was make-believe but the economic concepts were very obvious.)

1. The hen planted the wheat and she became a wheat farmer or planter.
2. The little hen needed workers to help her.
3. She needed machines to thresh the wheat.
4. She needed transportation to take grain to the market.
5. She needed a flour mill to buy grain.
6. She needed a baker or a specialist to bake bread.
7. She shared her goods just with her chicks.
8. They needed food and a house.

I compared these economic findings to that of a wheat farmer and/or

farmers in general. The Little Red Hen had made these economic concepts very real to the children! The hen compared to a farmer was definitely a producer, she had completed the production of a crop (wheat). She had taken wheat to its final use by the consumer or customer as does the farmer.

We discussed how people depend on each other (like the hen did in our story) to produce the many goods and services each person uses. We are all very interdependent the children decided. Through my guidance the children realized that most workers specialize in producing one kind of good or service. Later one of the children's mother stopped by the school and related to me how she was amazed that her son could tell his eighth grade sister what a producer was when his sister didn't know the definition.

Next I showed pictures of productive resources such as water, oil, timber, machines, tools and people. We discussed the pictures and drew pictures of them or the ones they could remember when I took the visual aid away.

Goods and services were the subject of our next story time. The pupils made sack puppets and told stories of workers who provide services. Each child told a story about his or her parents' job and whether a good or service was being provided. They role played with their puppets and had interesting conversations concerning what they wanted to be when they grow up. Most of the children discussed the puppet that they had made in terms of his job performance. They told if they were a specialist, a consumer, a producer and why they chose to have this career.

Before the children went home I assigned the following:

1. Give your parents a surprise and produce a special service for them tonight.
2. Surprise your parents by consuming all the food on your plate.
3. Talk to your parents about their jobs. Ask if they are producers of goods or of services!
4. Ask your parents why you cannot have everything you want.
5. Invite your parents to the classroom, by appointment, to tell if they are producers of goods or services.

At this point in our study I administered a test to evaluate the concepts that had been presented.

In November our interest turned to a study of the Pilgrims and Indians. We compared the simple life of the Indians and Pilgrims (who depended primarily on nature and themselves for an existence) to our present day interdependence and specialization.

We talked about Pilgrims' and Indians' early lives to show how people's wants for some goods and services have changed over the years because of technology.

Pilgrims used scarce resources. They had to make their own clothes out of the wools or threads that they had woven on their looms. They then had to sew their garments by hand.

They wanted more freedom and wanted to have freedom of worship so they sought a new land to live on. This caused them to sail on water to a distant land. Then they had to decide intelligently on the ship that would transport them, the best time to sail, what capital goods to take. They even had to decide which Pilgrims would sail to the new land.

The Pilgrim mother and father, upon reaching the new land, had to begin a new life with limited supplies. They had scarcity facing them and could depend only on the land to provide them with food and wild game to shoot for meat. They had to make choices about allocating their food.

They had to produce shelters with limited tools. They had to choose what natural resources would make the best shelters. Most Pilgrims chose to make log homes. Wood was a natural resource that was very plentiful.

Both the Indians and the Pilgrims had some of the same basic needs and wants. The Indians used caves for homes and some Indians made teepees. They also had to make their own clothing, killed their own meat, and depended on no one else. They faced scarcity and constantly worked to satisfy their wants.

The Indians had a centralized storehouse that held everyone's grain, game, furs, and fish, therefore, they had to plan communal distribution of goods.

The Indians also divided their labor. The women cooked, cleaned, and made clothes. The little children were watched by bigger brothers or sisters. Babies were carried around on their mother's backs. Older children prepared food, carried water, and cleaned. This division of labor helped the families to produce more efficiently.

Pilgrim fathers made shoes for the family members. Both Indian and Pilgrim fathers had to hunt animals for food to satisfy the wants

and needs for their families. Scarcity of gun powder was a problem. They had the choice of saving it for attack against enemies or using it to hunt animals for food.

The Indians and Pilgrims saw the natural resources being depleted as more and more white people came to the New World. (The children in my classroom could understand how human wants can outrun the productive resources available to provide those wants.) America was hard for the Pilgrims. (My children could also understand how the Pilgrims' need for freedom had to have been a big want for them.)

Pilgrims utilized specialization and division of labor as they built their homes, churches and stores. (We compared this to our classroom jobs and responsibilities at home.)

Later the Pilgrims made friends with the Indians and both races shared ideas and improved each others lives and helped to satisfy their wants. Indians showed the Pilgrims how to plant corn and live in the wild. The Pilgrims gave the Indians a more sophisticated way of life.

All of these economic understandings came through the children reading stories about the Pilgrims and Indians. We also read about the first Thanksgiving and talked about the price of food "then" and "now". Turkey, for example, was "free" then, but now is 97¢ a lb. (The children understood that the cost then was the time, labor, etc., used to hunt, kill and prepare the turkey.) Next we viewed filmstrips which gave us even more information. We made Pilgrim Indian Booklets and Pilgrim and Indian costumes. We also made a mural about the

Indians and Pilgrims which further showed me that my children had gained the economic understandings about these two races.

The pupils learned to do simple weaving as the Indians had done in order to understand how time-consuming their method had been in comparison with today's textile manufacturers. They also thought making their own clothes would be fun until they tried it. For one day we dressed as the Indians and Pilgrims had done long ago. Our cafeteria fixed us a meal just like "The First Thanksgiving".

Our writing lessons correlated with the economic understandings that had been presented.

Another month passed and we realized Christmas was just around the corner! We all wanted many things but knew we had to make choices. We also discussed how inflation was here and that the cost of toys had gone up. We decided that Santa would have to alter our list if we chose not to because he wouldn't be able to make all the toys because of higher cost of materials. We all agreed that we must choose wisely the toys on our list because of Santa's time, the number of children in the world and rising costs.

Our next activity involved role playing and the children pretended that they were Santa. They each brought a toy from home and told the safety features of the toy. They also told if their choice of toy had been a good one. They discovered some toys were good choices and some were not.

The Christmas economic concepts were written on the board each day, they were discussed, copied and taken home by the children.

Below are a couple of problems that were presented to the children for them to solve. They were acted out many times and solved differently. First problem: If you had $1.00 to buy a gift for your Mother. Look at all the choices. "Can I get her a book"? Here is some perfume. Here is some powder. "Can I get them both"? Each child chose a gift that cost a dollar. I must give the clerk my dollar and he will give me my gift in a sack. He will wrap it for another 25¢. "Should I have him wrap it and go in debt?" "No", most of the children decided and took it home to wrap themselves. Questions that came up: (1) could you choose any gift in the store?, (2) could you have as many gifts as you wanted?, (3) can grown ups buy all the things they want?

Second problem: The Christmas tree was all decorated. You climbed a ladder to put a star on top. The tree started to topple. What would you do first? What would you do next? What wouldn't you do? Why? These problems helped prepare the children for their own personal Christmas shopping and the "Big Swap Shop" we had in our classroom.

The storekeepers, Mrs. Gibson and Mrs. Henson, came to our classroom with a portable store. Each child was given 20¢ for Christmas from me. A dime, a nickel, and five pennies. He took his money to the store. Each child had to choose what he wanted, and what he could buy with 20¢. He then had to tell how much money he had given and if he should have received change. This taught the children the value of coins given to him in order to decide what he could buy. It further helped

him to understand scarcity because he could not have one of everything at the store. He had to make a choice of what to buy. One little boy decided to save his money to spend at the big store we planned for later.

Our next activity turned out to be one of the most involved experiences we had during our economic project! In fact, it turned out to be a huge success with over 100 children from our school participating or bartering at "Santa's Swap Shop." Letters were sent home to inform parents about our Swap Shop, and to get their support. Each first grade room in the school had their children bring toys from home. The teachers labeled them as to their condition. Then the children's names were written down on color coded tickets as to what condition and how many toys they could barter (consistent with what they had brought to school). The first grade hall was decorated; the toys were brought in, labeled, and placed on five different large tables (stores); and children were told the rules for our bartering.

The rules were mostly limited to cooperation and how many toys they could barter. The color coded tickets indicated which tables they could go to for their shopping. An adult served as a store manager at each table. The store keepers were the other first grade teachers. Five children from five rooms were allowed to go barter at a time so there was no mass confusion. The children, after they had concluded their bartering, went back to his or her own room and continued to barter or play with their new toy or toys.

A Jonesboro T.V. station came and filmed the children's bartering session and interviewed several children. One child, Tommy Underwood, told the camera men "that this idea of swapping toys was just great because inflation had really hit his family." Another little boy told the camera man "that he would get no toys for Christmas because his mom had no money." (He later did get some toys because of the interview.)

It had been a grand day in our school and later that evening we watched ourselves on the news shopping, bartering, choosing, and being interviewed! Some of the comments made by the children during the Swap Shop are as follows:

"Must have cost millions of dollars."
"Golly, I've never seen so many toys."
"Gee, let's trade, I mean barter."

One child found choice making difficult so he kept his own toy. Another child decided that his motor cycle was worth more than the other toys so he took it back home.

This experience was meaningful to the children as they discovered that bartering practiced by the Indians and earlier generations was awkward in comparison with the use of money. By this time in our economic project, children better understood the importance of specialization, exchange to satisfy wants, and supply and demand. (During our "Swap Shop" the demand for helmets was high and supply was low. One child traded four toys for one helmet.)

After the Swap Shop the children were all asked to answer the following questions:

1. What items did you barter?
2. What items did you want the most?
3. If you were to barter again, would you make the same choices? Why or why not?

Our next activity was to plan a Christmas party. Our objectives were to understand how consumer preference tells producers what to produce and how we as consumers make economic decisions. The children discussed and voted by secret ballots on the different foods or refreshments that they would like to have.

The games to play were also determined by secret ballot (choice making). Their list of refreshments and games (wants) was put on the chalkboard. Their decisions were given to the Room Mothers and honored. The children were all satisfied because the party would reflect their group decision-making.

The school year had moved along rapidly and as we returned to school after Christmas we decided it was time to buzz right back into Economics. After all, our three reading groups, The Busy Bees, The Fighter Bees, and The Honey Bees were all busy reading and becoming producers of good sounds. They had renamed their reading groups after the study of bees.

We all agreed that our next activity would be to produce "Stone Soup". (Our opportunity cost when we decided to produce ice cream.) This experience would increase our understanding of cost, division of labor, services, assembly line, supply, demand, productions, durable goods, nondurable goods, and profit.

We initiated the activity by reading the book about Stone Soup. The book is about three soldiers who conned an entire village into giving them all the capital needed to produce a feast of the finest vegetable and meat soup in the land. The villagers supplied everything but the stone or rock that the soldiers gave. The soldiers told the villagers

exactly what to do and guided them into using their crops and meats that they had produced and cared for.

After the book was read we discussed the meaning of stone soup. I also pointed out the economic concepts which led us into further discussions. Next we saw a filmstrip about "Stone Soup". A letter was sent home that afternoon informing the parents about our next activity. Later the children wrote letters inviting parents and other interested people from the community.

Our next task was to decide what ingredients were needed for the stone soup and to develop a recipe. The following recipe was decided on by the children and each child copied it as a writing assignment.

STONE SOUP

Hamburger Meat	Rice
Salt and Pepper	Carrots
Potatoes	Tomato Sauce
Onions	1 Clean Stone
Spaghetti	

Cook the hamburger meat in water until tender. Add salt and pepper. When tender add potatoes, onions, one-half cup of spaghetti, 2T of rice, carrots and tomatoes. Cook in crock pot until done. Add stone the last hour of cooking.

The next day we all went with our shopping list to a neighborhood store and priced the ingredients that we needed. Then through careful selection we chose the most economical brands. I took the risk, in the role of entrepreneur,and loaned the children the necessary money. We bought everything needed and hoped to be able to make a profit (after paying their teacher back the cost of the soup ingredients).

Next we decided what capital tools were needed to make the soup and they were brought from various homes. Rules for cooking and safety were also decided and established.

After this we decided the following workers would be in our assembly line. (We decided that we would have specialization and each student would choose their particular job.) (1) Place Mat Specialist, (2) Washer of Vegetables, (3) Peelers of Vegetables, (4) Choppers of Vegetables, (5) Vegetable Measurers, (6) Seasoners, (7) Table Decorators and Setters, (8) Can Openers, (9) Pourers and Servers, (10) Cashier, (11) Cleaners.

These nine groups of workers made up our assembly lines. They operated smoothly and efficiently all the tasks that had been assigned to them. We knew that from earlier economic understandings that we all had to work together efficiently to put out an acceptable finished product. Each student performed the task that he or she had chosen. We also had learned that specialization increased productivity! The students used their capital tools and materials carefully and wisely to increase their productivity. I continually supervised to see if the best methods were being used by our different specialists (workers). The measurers had even made charts to show the different ingredients and exactly how much of each they needed.

The preparation and the cooking of the soup took one half of a day. The next day at noon we sat down to eat Stone Soup with our parents and guests. The children had made six huge kettles of Stone Soup. The parents were guests of the children but all others purchased their

bowls of soup for $1.00 a bowl. A profit of $30.00 was made after the children had paid back my loan to them.

We earlier had spent a long time discussing the correct price for our soup. We did not want to sell it for so low a price that it would be hard for us to make a profit nor for so high a price that no one would buy it. I explained to them that our price must be competitive if we wanted our product to sell. Obviously, people wanted our soup and they were willing to pay the price we had set. I explained to the children that this was called demand. If the price had been higher, the demand would have probably been less. Profits would have been lower because of a smaller volume of sales. The main reason our class made a good profit was that the cost of production was kept low and the price was set at the highest amount that the class thought the consumer would pay.

The children wanted to use our profits wisely. We finally made the decision to buy some activity records for rainy days and a book of rainy day games for our classroom.

We culminated our "Stone Soup" activity by drawing pictures of the roles the children played while producing the Stone Soup. They also wrote their parents thank you notes. Their thank you notes reflected economic concepts that each child has begun to recognize and understand. Writing assignments all week had been on "Stone Soup" and math problems dealt with the cost of groceries.

The following comments from the children were heard during our "Stone Soup Activity".

1. "Wow, I hate soup but 'Stone Soup' is good."
2. "Ugh, you are going to put a stone in it."
3. "Mother, I wish you could cook like this."
4. "I'm going to eat five bowls." (I would like to add that he did eat five bowls!)

The next part of our economic project was a unit entitled "Using and Earning Money". Most of these activities were presented by my student teacher, Miss Buoys. She first used a flannel board story about supply, demand, and choice. It was entitled, "Mother Goose's Party". She utilized the story, a teaching picture, and a chart to help her present the economic concepts to the children.

We also adopted "Money Earned for Good Behavior" and "Things Lost For Bad Behavior". For example, if a child was especially good he was awarded play money and money stamped on his hand at the end of the day, but if he were playing with a toy during work time, it became mine until he earned it back. He earned it back by using his time wisely, good work habits, and good behavior. It was his choice as to who would keep ownership.

One morning a mother wrote that she was upset that her son's toys had been taken away from him. I called her later in the day and told her about our "earning and losing things" and she was in total agreement with our plan. Children were also awarded play money for

performing their classroom jobs satisfactorily. Some of the economic concepts taught by my student teacher were: (she taught economics for 9 weeks, 30 minutes a day.)

1. Money travels - it is used over and over. (She used a simple circular flow chart)
2. When you buy something, your choice counts in the market place.
3. Money is a way to exchange, it has value and has to be used wisely.

One day for a producing and consuming activity she divided the class into different committees to make banana pudding. This further taught them the necessity of sharing and dividing the work. She provided only the necessary tools and goods for half the class. They quickly found out that to get the job done they had to share "productive resources" and divide the labor. Bedlam resulted at first when each child tried to do every task, and claimed to have ownership of each tool needed. Later when she assigned jobs to "specialists" it became apparent that it was quicker, more efficient, and required fewer resources (division of labor).

This activity correlated with a story in our reading book which was not only a good reading lesson but also contained some basic economic concepts. It gave them the recipe for banana pudding, the steps for producing, the tools needed and the capital goods. Often we were able to do simple economic lessons that correlated with stories in our basal reader. We also found ourselves looking for economic concepts and pointing them out during reading class.

Field trips were a vital part of our economic project. It was my way of further making the economic concepts "real" to the children as we went out into the community.

Our first field trip was to a local bank. A bank official gave us a very informative talk, showed us the vault and safe deposit boxes, and walked us through their underground tunnel beneath the city's streets. She explained the role of capital and the way in which banks promote economic growth. Loans, checking accounts, saving accounts and the flow of money were explained. The banker stressed the manner in which banks assist industries to get started or expand. The children were very impressed that so much money was in the bank, and that they had so many tellers and secretaries. We learned that the teller's job was to take deposits and cash the checks along with keeping money in a special drawer. Each job in the bank was explained as it appeared in the coloring book that they presented us. Each child was given one of these books to take back to school where we further discussed it, colored it, and then it was theirs to take home to share their economic learnings with their parents.

Our next field trip was to Gillespie's Egg Farm. We went there to see how different goods were graded by different workers. We wanted to see where an egg starts its cycle before it end up in the market place. We also wanted to further understand the circular flow of goods.

It was explained to the children how modern technology had changed egg farming and how some very complicated capital tools were used by the

egg farm. The children observed feeders, conveyor belts, lighters, graders, washers, and packers. The 63,000 chickens in each house were mostly cared for by machines with the help of only five human resources. W. L. Gillespie took us on the tour of the three chicken houses and told us that every egg starts out in a chicken house somewhere before it is taken by trucks to the market place where their parents buy them. He also explained that his chickens spend all their lives in a crowded coop. One little girl spoke up and said, "Gee, all a chicken does is consume and produce!"

A Coca-Cola Plant was chosen as the site for another field trip. We wanted to see an assembly line in progress and follow its steps to the final production. The children were really interested as they watched how each worker performed his certain job with his particular tools.

A plant employee showed us a film about the history of "Coke" plants and compared the older methods with the present day technology. The children learned that the plants were more sophisticated now and that machines had taken over many jobs that people had performed in the past.

He further explained mass production, automation, and the services of truck drivers and bottle inspectors. The children were really thrilled as he gave each of them a "Coke" to consume that they had just seen produced.

One question on the field trip I remember quite clearly was from

Philip. He wanted to know "if insulation had affected the 'coke's' production?" The "Coke" employee kindly replied, "Oh yes, we have lots of fans here and air conditioning to keep us cool." Another child, Jason, quickly spoke up and said, "Oh that dumb Philip. He should have asked about inflation!" Later Philip turned to me, after the man had explained how inflation had affected their company and said, "Mrs. Davis, you told me the wrong word!"

The next field trip we took was to a dairy plant. Many of the economic concepts we had studied were reinforced through this experience. We saw that modern machines, such as the milkers, made it possible to produce more with fewer workers. We were told how better utilization of natural resources had made stronger healthier herds of cows. We also learned the story of milk, from the cow to the market place. (Circular flow.) My children now fully understood that goods just don't appear on the shelves of stores.

Our next field trip was to a museum where we compared different races of people's shelter, tools, clothing, modes of communication and travel. Here we visualized the workers of old using their crude tools and scarce resources to produce goods and services. We compared tools, quantity and quality, of the early days to present time. We began to further understand why education and communication were important to develop our natural capital, and labor resources. We extended our knowledge of why our economic decisions and methods have changed with different generations.

We also decided to include a gas station as one of our field trip sites. The owner told us about the cost of gas and the reasons behind the high

prices. She told us how the service station operated and explained such tools as the pumps and racks. She showed us where gas was stored underground and explained how they depended on big tanker trucks to come and fill their storage tanks (interdependence). She told about the huge demand for gas and how sometimes this demand caused a shortage or scarcity of gasoline.

Later we walked to a neighborhood grocery store where we visited the packaging area, loading area, butcher area, and the meat department. We toured the aisles and examined canned items, determining costs and weights to see if the prices were competitive. We had some money left from our "Stone Soup" profits that we planned to spend for treats. It took a long time for us to decide what we wanted and how much each of us could spend. The children finally decided, since it was a hot day, we would buy popsicles. They were at a price we could afford and everybody could have one. The final vote was between popcorn and popsicles.

When we arrived back in the classroom I decided to explore our understanding of competition. To help the children further understand this concept, I told them that we would Indian wrestle to show how strength could be very important in competition. We also looked at pictures of sports and discussed games that we played which were very competitive.

Near the end of school we furthered our understanding of competition by an all out field day where each child chose five events out of ten in which he or she would compete. The children competed against their classmates for certificate awards.

We also produced popcorn for this grand event and consumed it eagerly. The children all knew that the popcorn was consumable and nondurable while the tools for making it were durable. Yes, economics cropped up in every phase of our curriculum!!

Each day during the school year we learned and practiced economics. Our love and interest for economics touched the entire school and many students of upper grades would stop by and ask, "What are you doing in economics today?"

IV. Evaluation:

Although evaluation had occurred all year during our economic project, post test strongly revealed a gain in test scores. It was interesting to compare reactions of the children to the questions in the pre-testing as opposed to the post-testing. During the pre-test children were obviously perplexed, and confused. During the post-test, they were confident and serious about their newly found knowledge in economics.

It was a delight to know that each child in my classroom experienced success in economics. The retainee's (those in the first grade for the second time) eyes would sparkle as they would have the right answer again or when they could solve problems with the five economic decision-making steps: (1) what is my problem?, (2) what is my goal?, (3) what are my choices?, (4) what about the consequences?, (5) choose the best solution. Some of these children had had difficulty with the three R's but economics was so real to them that they met no difficulty because they learned by understanding, listening and doing.

My students grew in the knowledge of communities and institutions. I was very proud of the information they took home and shared with their parents and friends. Jennifer's parents told me that our project was extremely worth-while and that each teacher should be required to teach economics! Other parents told me how money conscious their child has become. Before buying something or making a decision their child would weigh the alternatives and then make a decision.

We were very pleased and thankful to have so many people visit our classroom to help us with our economic activities. Many people helped us with research, classroom activities and field trips. It was also exciting and rewarding to know that the news media, the KAIT-TV Company, radio, and the Jonesboro Sun newspaper informed the public of most of our economic studies. The news coverage was great! The students were able to answer almost any question that our visitors asked. I felt sure that the children had the knowledge that I had hoped they would acquire. Two of the people who viewed our economic activities were Mr. Fortenberry, our Superintendent of Schools and Mrs. House, our Assistant Superintendent. Mr. Fortenberry and Mrs. House were very impressed with the economic proficiency of the children as they answered questions and told them about their economic activities.

Our school Principal, Mrs. Dunlap, was also pleased with the knowledge our children had gained in the area of economics. She mentioned that even the retainees and disruptive students could explain any phase of our economic project in detail.

Everyone in our school became involved in our project. Teachers, parents, librarian, and the principal would bring in articles or books about eonomics to our class.

Parents also participated in our activities. Sixteen parents came to have "Stone Soup" with us. Three parents served as resource extenders. Many teachers purchased our "Stone Soup" and wanted the recipe.

This year-long economic project definitely improved my children's work habits as their daily assignments had to be completed before they were allowed the privilege of participating in our economic activities. They would hurry up to join the majority of the room. They also learned not to waste their school supplies. (Capital tools.)

I gave the children five pre and post tests. Each set of tests involved a different area of economic concepts.

My first ten-point teacher-made examination was used on a pre-test and post-test basis. This instrument was designed to test the economic concepts that I had been teaching. The results were unbelievable! On the first pre-test, the median was 6.9 with a low score of 3, and a high score of 9. The post-test scores showed a low score 9 and a high of 10.

My second 10 point teacher-made examination was used also on a pre and post test basis. The second pre-test had a low raw score of 2 and a high score of 9 with the average being 7.9. The post-test had a low score of 9 and a high score of 10, with the average being 9.95.

The remaining three 10-12 point teacher-made test results listed are represented by the raw scores on the post tests.

Examination #3 showed a high score of 10 and a low score of 0.

Examination #4 showed a high score of 10 and a low score of 5.

Examination #5, a 12 point test, showed a high score of 12 and a low score of 3.

The real values in this economic project were the observable changes in the young people involved. I was able to observe confidence growing in these children. They were grasping basic economic concepts that related to our city's and families' problems. But, more important, they had learned to approach these problems in a democratic and orderly way. As Dr. Jerry Crawford, the Economist, said as he was leaving our room, "Mrs. Davis, you have definitely taught economics this year. Your first graders really know what it is all about!"

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D-22 Freshwater Community

L-2 Three Little Pigs

L-42 My City, Lesson 17

M-25 Backyard Insects

O-3 Chicken Licken

O-10 The Family Together

O-11 Family at Work

O-12 Mother Works Hard, Too

P-4 Do Bee Smell? Essay 7, D-5 and tape

P-40 90 Billion Raindrops

Q-40 Insects and You

Q-41 How Insects Help Plants Grow

Slides:

18 Common Insects and Spiders

SL-13 Insects Slide

Cat. No.

	The City (land, labor, capital, and planning)
1559	Economics: Its Elementary
1171	Our Community
463	Addition is Easy (opportunity cost)
685	Bread (specialization, basic food)
939	Behind The Scenes at the Airport
1440	The City Bus Driver
487	City Fire Fighters
730	The Fireman
5572	The Food Store
1462	Helpers in the Community
5932	Land of Long Ago
865	Mailman
1352	Our Post Office
1447	Money and Its Uses F8
637	Uncle Jim's Dairy F50
631	Farmer and City Man Need Each Other
301.3	Cities at Work (set of 12)

Many of the children's books that I used are not listed because the list would be too long.

Cassette Recordings:

637	Visiting A Dairy
383	Getting To Know The Post Office
	Egg Farming

Posters:

Community Helpers.....Trend Enterprises

Community Helpers.....Instructor Curriculum Materials

The Price System.....Basic Economics

Kits:

332.4 Our Money System

Earning and Using Money

Egg Farming

Free Material:

Uncle Jim's Dairy

The Story of Bread

How Wheat Seeds Become Bread

The Farmer and His Goods

The Egg

Banks

The Story of Money

The Story of Banks

ECONOMIC EXERCISE FOR CHILDREN

PhD Economics

Durable and Nondurable Goods.

Put a :D= by durable goods. Put an :N= by nondurable goods.

1. D a stove
2. N a candle
3. D a car
4. N a pencil
5. N a cigarette
6. N a light bulb
7. D a vacuum cleaner
8. N an aspirin
9. D a helicopter
10. N a candy bar
11. D a baby buggy
12. D a T.V.
13. D a race car
14. D a radio
15. D a refrigerator
16. D a bicycle
17. N a hat
18. N after shave lotion
19. N razor blades
20. N clothes pins

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Consumer-Producer—

Students Study Economics By Visiting A Beekeeper

R GAYLENE DAVIS SHARES THE EXPERIENCE WITH STUDENTS

Jarrell

ART

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BILL HANSARD
A Beekeeper Himself

Over 40 first grade students from North Elementary School recently visited a Jonesboro beekeeper to acquire a little first-hand knowledge about the basic consumer-producer economic process.

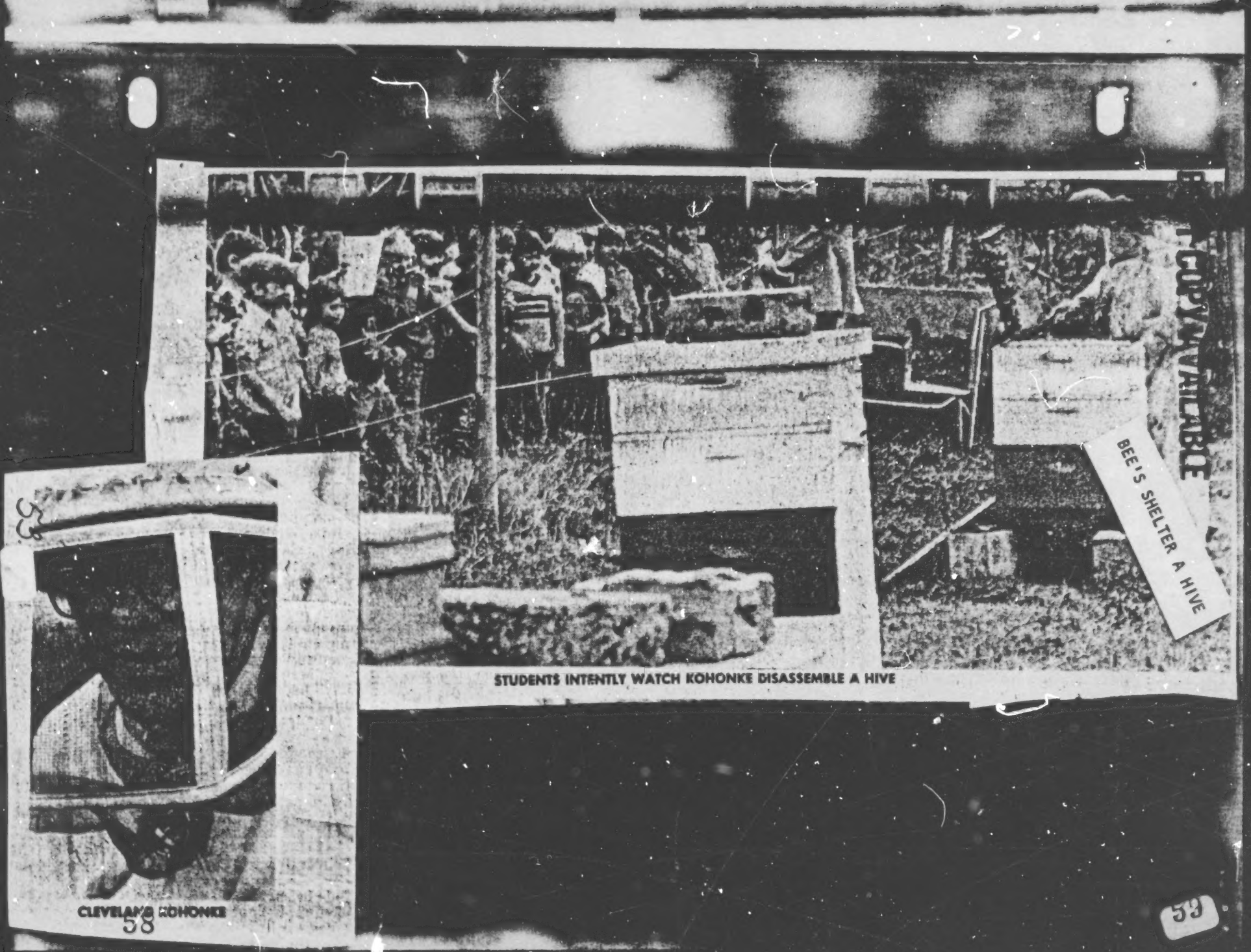
Gaylene Davis, one of the teachers who helped organize the field trip to the residence of Cleveland Kohonke, 1505 Stone, said the trip was designed to correlate with current studies.

"We're comparing a bee's life to the family home in terms of economics," she said. "A bee is a consumer and a producer, just like humans."

An intensely studious group listened as Kohonke explained the habits of bees; then they eagerly watched as Kohonke performed what students thought was the brave task of disassembling a live bee hive.

Before departing from the brief excursion, students became consumers and were treated to a taste of the producer's product — pure, fresh honey.

STUDENTS GET A CLOSE-UP LOOK



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BEE'S SHELTER A HIVE

STUDENTS INTENTLY WATCH KOHONKE DISASSEMBLE A HIVE

53

CLEVELAND KOHONKE

58

53

Pass Through—

Two French Women Tour U.S. In Wagon

By CATHERINE ROOKE

Labor Day marks the end of leisurely trips for most of us, but the trip is far from over for two travelers passing through northeast Arkansas.

Chantal Herber and Isabelle Briand stopped just north of Jonesboro Monday evening and left this morning to continue their trip from Montreal, Canada to Dallas, Texas. The French duo is making the 1,763-mile journey through the heartland of America as they imagine many pioneers did — by horse and wagon.

Their horse — named Jiggs — is a four-year-old Percheron, a breed of draft horse. Their wagon resembles a gypsy wagon, painted bright red with a canvas cover, with a bicycle flag on a back corner. The cover is becoming crowded with autographs of people they have met along the way and names of places they have been.

The two young travelers — Chantal is 25 and Isabelle is 22 — started their trek about a year and a half ago, with a winter stopover on an Indiana farm. Averaging about eight miles a day, they hope to reach their destination in October.

The two decided to make the trip "for the adventure."

"Just because we wanted to travel and see the country," Miss Briand said, "and we like horses."

Miss Herber added their means of travel was determined by the "idea we had of America and the pioneers." She added that the slow means of travel lets them really see the countryside.

"We thought of riding horses," Miss Briand said, but decided it would have been too expensive to carry oats for two horses, and would have limited the personal belongings they could travel with. "We thought a buggy would be easier," she added, especially since neither of them had any experience with horses.

Completing the traveling party is Atilla, their dog and protector.

Asked how they came to stop at the Doyle Yearta home on Thomas Green Road for a day, the wayfarers explained that their main concern was finding

(See TWO Page 2)

TRAVELERS — Chantal Herber (left) and Isabelle Briand stopped just north of Jonesboro Tuesday, on their way to Dallas, Tex., from Montreal, Canada, with Jiggs, the Percheron that pulls the wagon they are making the trip in. While in N got some shoe repair work d took off this morning to go destination.

60 Doyle Yearta is father of Philip in my room. We met and talked to these ladies. Philip gave a oral report of their routes 61

INDIAN WRESTLING
COMPETITION

FIELD DAY — The North Elementary School playground took on a different appearance Thursday as students from grades one through five participated in a field day. Students chose to participate in events such as shuttle run, box race, 50-yard dash, balloon blow, ball hop, bread jump, bottle throw and paddle bounce. Certificates were awarded to each student for every activity in which he took part. Highlight of the day was a softball game between the fifth grade and the faculty. The field day was coordinated by first grade teacher Jane Mills, with help of parents and other teachers.

CIRCLE THE NATURAL RESOURCES THAT WINNIE THE POOH AND PIGLET SEE

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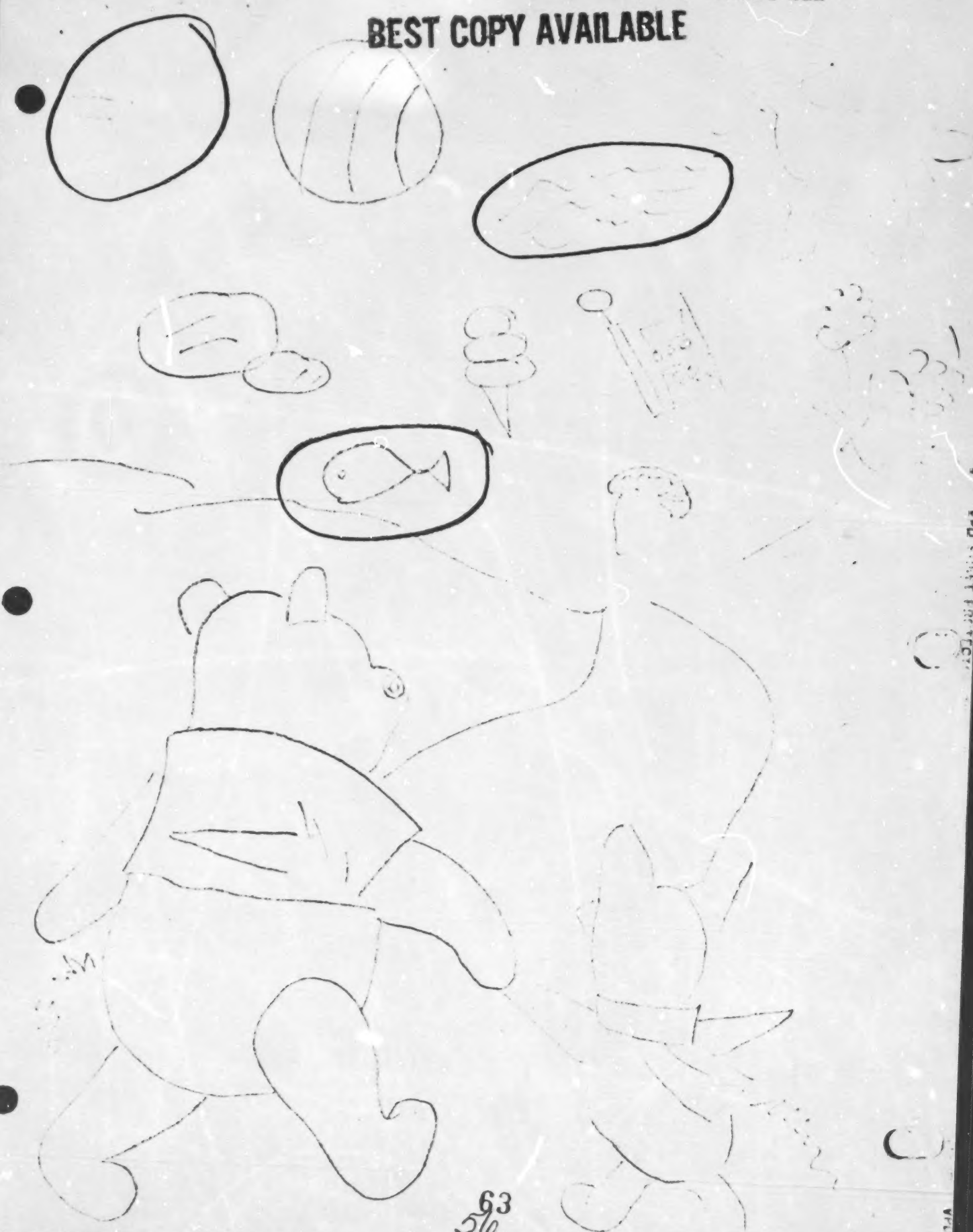

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Post

Pre
5

Consumer
Producer -

1. P Kevin du
2. C Snoopy e
3. C Charlie
4. P Charlie -
5. P Charlie
6. P Lucy baki
7. P Snoopy typ
8. C Snoopy e
9. P Woodsto
10. P Snoop

Consumer
Producer -

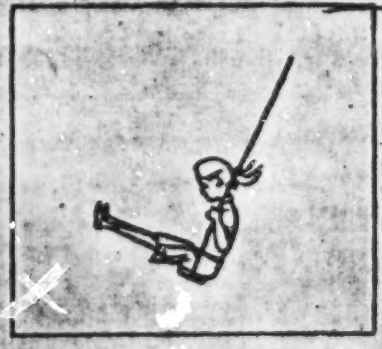
1. P Kevin dus
2. C Snoopy ea
3. PX Charlie Br
4. P Charlie Br
5. P Charlie Br
6. PX Lucy baking
7. PX Snoopy typin
8. PX Snoopy ea
9. CX Woodstock
10. P Snoopy ne

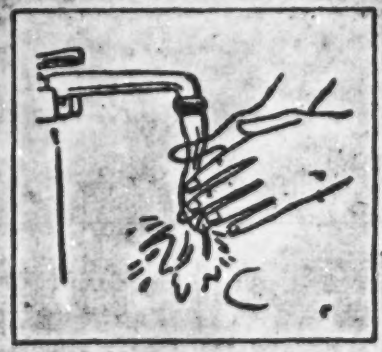
VMI SHEET PROTECTOR PR-9

Shadows

People Who Use or Use Up Things Are Consumers

-2





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What Do Producers Do?

Is your father a producer?

Yes No

Does a nurse produce goods?

Yes No

Does a fireman produce services?

Yes No

Does a doctor produce services?

Yes No

Does a teacher produce goods?

Yes No

Does a baker produce goods?

Yes No

Does a mailman produce services?

Yes No

Does a pilot produce goods?

Yes No

Does a farmer produce goods?

Yes No

Does a toy maker produce services?

Yes No

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100

1. Money can be used one time. YES
2. Money goes around and around. YES
3. Children must buy many things. YES
4. Children must earn money. YES
5. In Days of Labor, you only have one worker. YES
6. An ox can make the job last longer. YES
7. Banks are safe place for money. YES
8. Lunches are free. YES
9. Hospitals. YES

We have everything we want because of cost.

VELLUM SHEET PROTECTOR Pg. 2

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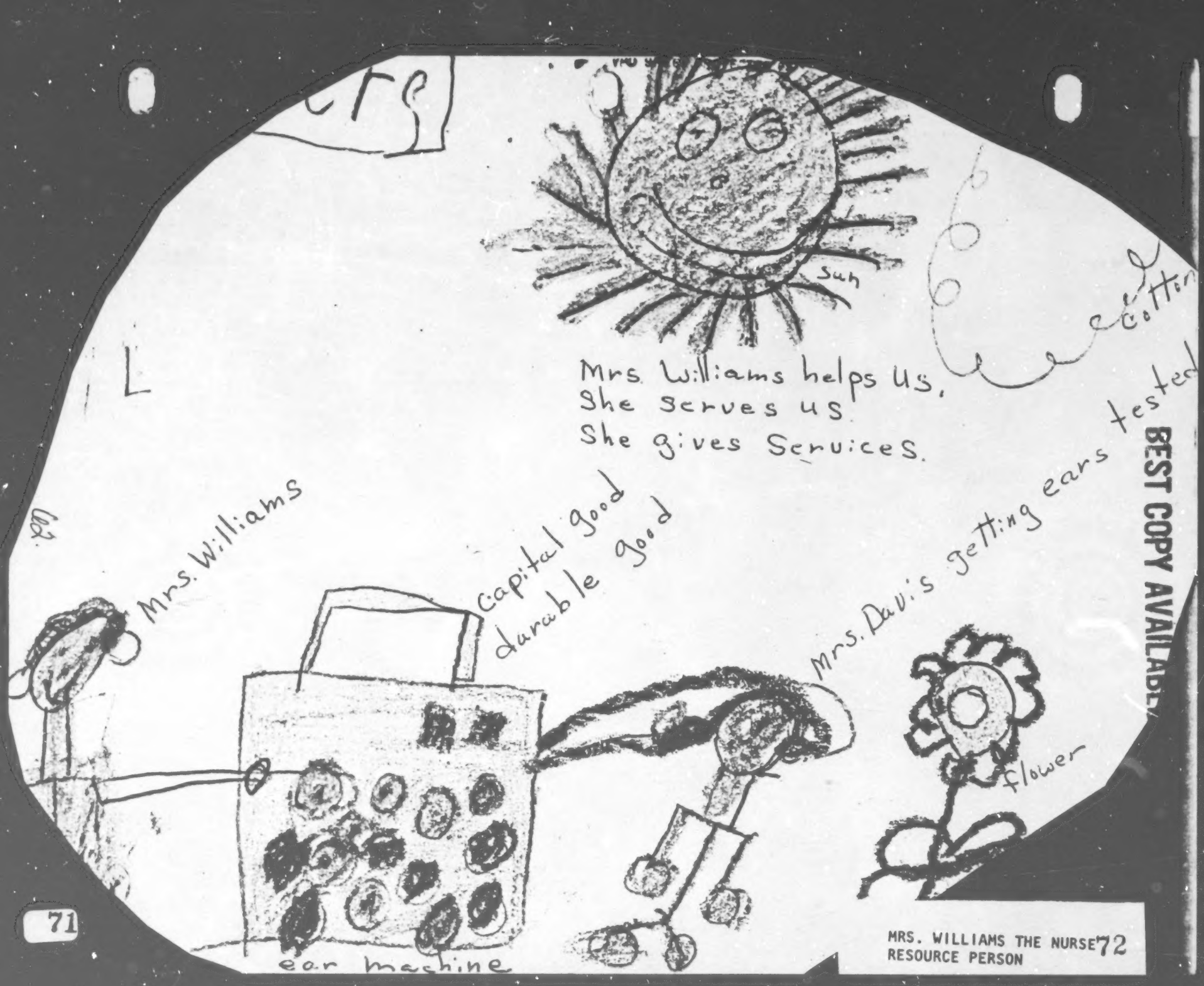
Old Mother Hubbard

Wanda

70 61



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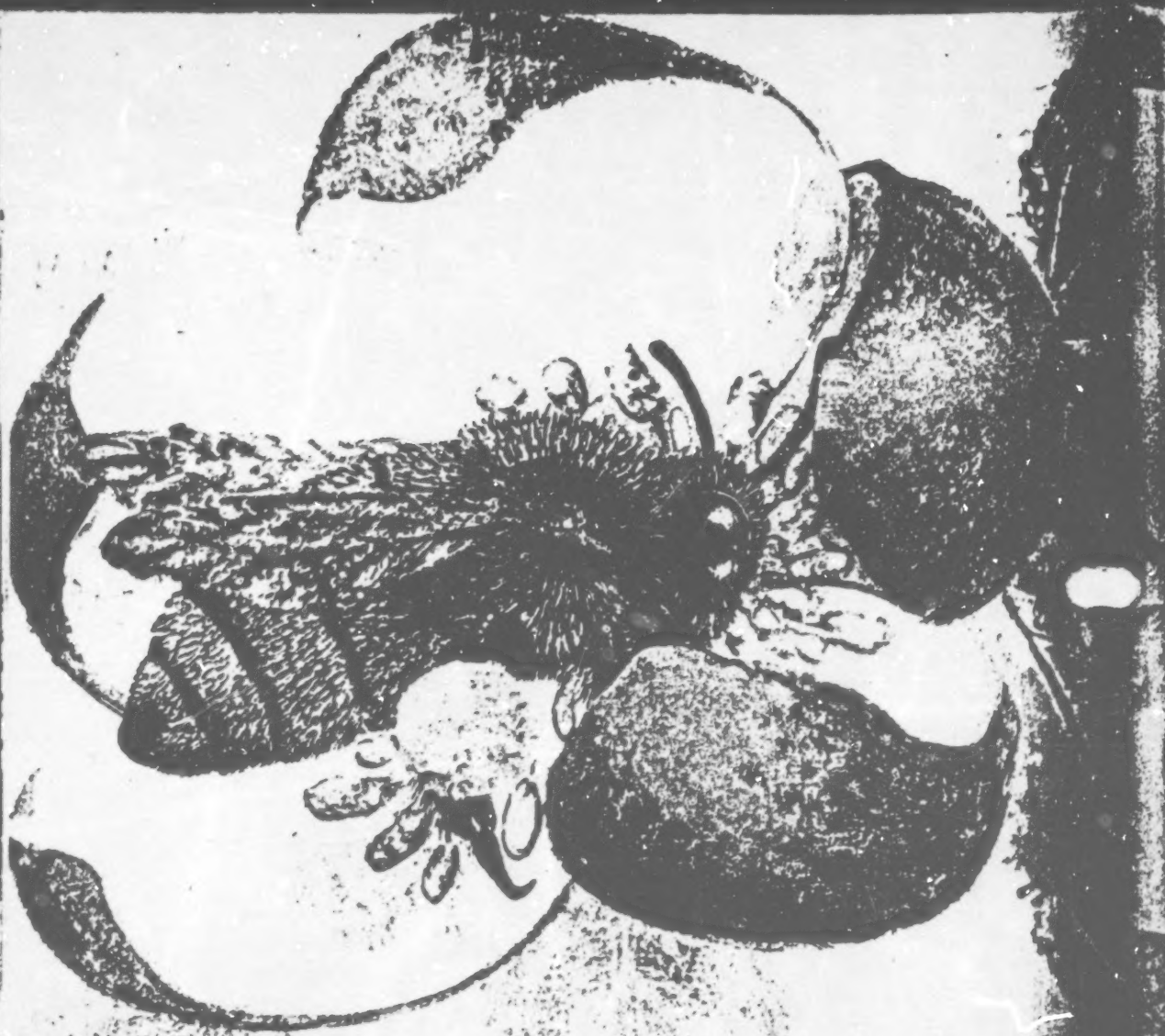

When a bee crawls around inside a flower, pollem sticks to the bee's fuzzy legs. Later, when the bee is crawling around inside another flower, some specks of the pollen may rub off onto just the right part of the flower. And then the fruit will start growing.

The bee doesn't know it's being so helpful. But without bees to move the pollen, there wouldn't be so much good fruit to eat.

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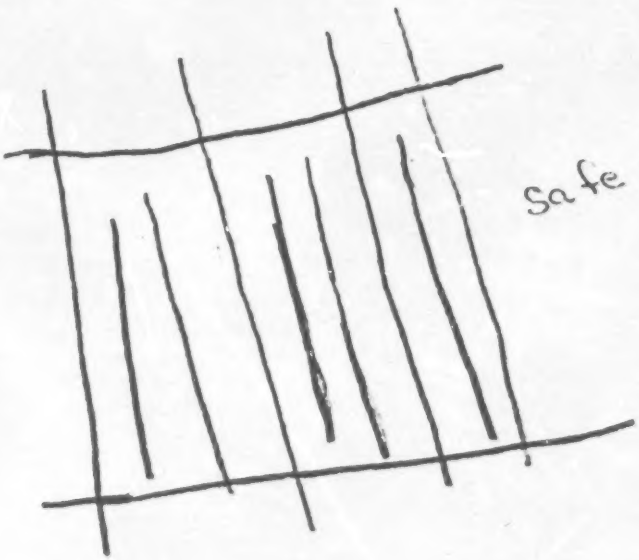
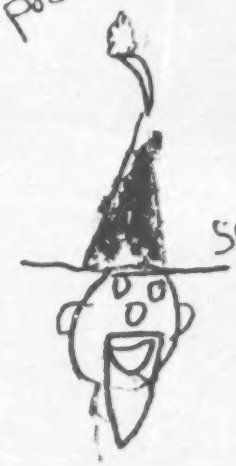
Bank Joke

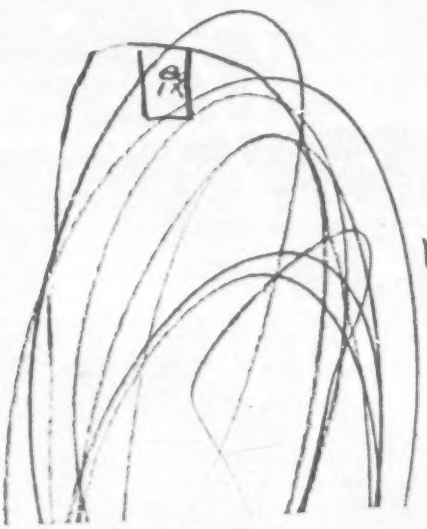
FUNCTIONS OF BANKS



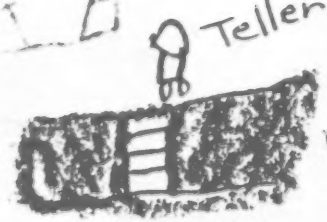
safe deposit boxes



Santa needs money



money goes around and around



CIRCULAR FLOW

vault

- Don't lose ket to Safe deposit box. very Important

64. 74

opportunity cost

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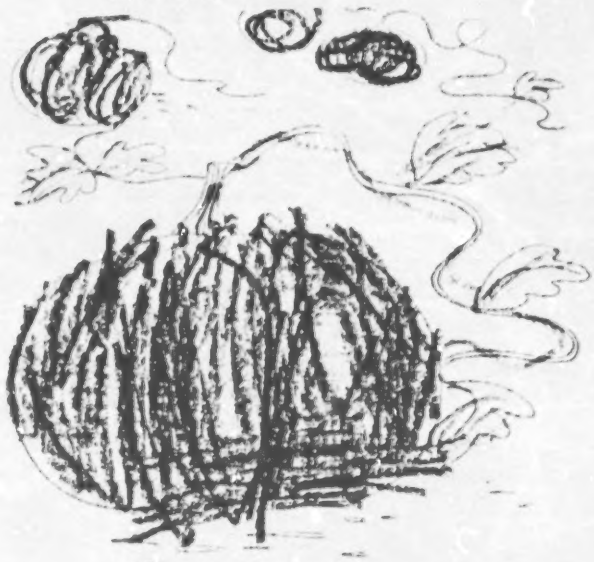
Make the pictures tell a story.

Rhonda

OPPORTUNITY COST-PROBLEM AND CHOICE
IT IS HALLOWEEN AND YOU HAVE $5.00
DO YOU WANT A COSTUME OR A JACK O LANTERN?

4



1

3

2

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The milkman is a producer who drives a great big truck. He is also a consumer. He brings us milk and butter. He also consumes butter and plus many other Things. Write the consonants B C D F G H J K L M N P Q R S T V W X Z. Write the nine color words red brown yellow orange blue black green white. Make three blue rectangles ▬ ▬ ▬. Make seven yellow circles ● ● ● ● ● ● ●. Write your numbers 1 to 100.

Tommy

S-

We produced pudding.

We consumed pudding.

Specialists were Steve and Kevin

Put pudding mix in a bowl, add m

stir it up and add sliced bananas

Put pudding in cups and eat it up

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